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Continuing "Educational Trails in American History"

Journal of EDUCATION

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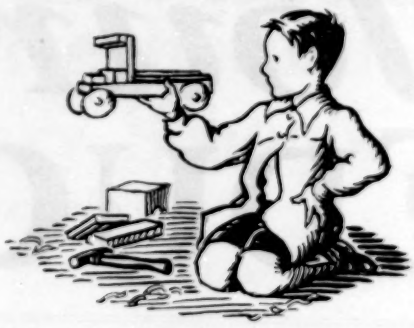

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JOURNAL of EDUCATION

A. E. WINSHIP and A. W. BELDING, EDITORS

ISOBEL R. LAY, MANAGING EDITOR

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EDITORIALS

The Cream of Human Affairs

HISTORY is the cream of human affairs. When the milk is ready every drop will loosen every speck of butter fat, which will affiliate with the butter fat from other drops of milk, and rise serenely above the mass of fatless drops of milk, and create rich, valuable cream. The cream is scarcely one per cent. of the milk, but all the rest is simply pale skim milk.

The affairs of men go along industrially, civically and socially regardless of the fact that everything worthwhile will be loosened from the local transient and worthless, and will ultimately associate with men and interests that are worthwhile, and history, the cream of human affairs, will be the result.

Like rich, colorful cream, history is an infinitesimal part of the bubbling, boasting, boosting affairs of everyday life, locally and nationally.

Until recently the cream was churned in farmer's kitchen, and the surplus butter was exchanged for provisions at the village grocery. Now the creamery receives the cream, tests the per cent. of butter fat, and markets the scientific product in cities far away, and dairy farming is a science.

It took a century and a half for the rival colonies to start education on the trail of history, a third of a century to federalize the education which came from the colonies, a quarter of a century to transform the common schools into public schools, a quarter of a century to modernize the public schools, another quarter of a century to professionalize modern education. Now a decade has sufficed to administer professionalism as the cream of education in history.

Mexico wins the appreciation of the civilized world when it proposes to reduce army expense and invest the savings in better public schools.

Teachers at Boston Garden

NORFOLK COUNTY, Henry T. Prairo, Quincy, president, will celebrate its eighty-first anniversary and Middlesex County, Mary Stuart Fellows, Everett, president, will celebrate its seventy-fifth anniversary in a joint session in

the famous Boston Garden, Friday, October 25.

Norfolk County was the royal fighting ground of professional adventure from 1870 to 1890, when American Modern Public Education was born. No other county in the New World has the same relation to American education of today that Norfolk County has.

It was as a citizen of Norfolk that Horace Mann's noble creation of public education culminated. No other American family concentrated its thought and energy on public education as did five of the Adams family. Few men instilled the spirit of a new professional flavor into American education in the decade of the 'seventies as did Francis W. Parker, Alexis E. Frye, George I. Aldrich and the group of enthusiastic broadcasters of a new gospel of devotion to childhood of Norfolk County.

Middlesex County was a more extensive, though a less intensive, factor in modernizing public education in the quarter of a century following the Civil War than was Norfolk County. In those vital years, the most vital in the history of American education, Middlesex County contributed Charles W. Eliot, William T. Harris, William James, Josiah Royce, Louis Agassiz, Asa Gray, Charles Eliot Norton, Henry Wadsworth Longfellow, Olive Wendell Holmes, James Russell Lowell, Thomas Wentworth Higginson, James T. Trowbridge, Louisa M. Alcott. Ralph Waldo Emerson, Henry D. Thoreau, Frank B. Sanborn and A. Bronson Alcott. It was in those years that G. Stanley Hall in Middlesex County attracted national attention as a scientific thinker in pedagogy.

In the Boston Garden, Friday, October 25, there will hover over the thousands of teachers of Norfolk and Middlesex Counties a sacred historic professional atmosphere such as has rarely, if ever, been concentrated upon a group of American educational men and women.

The one hundred billion dollars life insurance in force in the United States is more than twice the outstanding life insurance of all other countries combined. That spells prosperity.

Princess Floating Cloud

PRINCESS FLOATING CLOUD, a direct descendant of a Winnebago chief, christened the new twenty-four-hour train of the Pennsylvania line, "The Golden Arrow," with a golden bow and arrow, and was hostess to the passengers on its first run from Chicago to New York, September 29, 1929.

Both the New York Central and the Pennsylvania roads installed on that day three times as many new luxurious twenty-four-hour trains as they had before.

We could write a book on the evolution of railroading since we went West on the Pennsylvania line more than sixty-five years ago.

San Diego's bill for instruction has been kept down for three years by varied devices. Increase in teachers has been prevented by readjustment of classes, reducing waste by duplication and retardation, and by increase of expert direction. The surprising feature is that this could be done with four superintendents in less than four years.

Music Achievement

THE following personal letter from Superintendent G. E. Dille, Chillicothe, Missouri, is the kind of professional information that we like to broadcast to our readers. Sometime we hope to write of "Music Achievement in Chillicothe" personally; in the meantime this is too good to keep in cold storage.

Dear Dr. Winship: In Chillicothe the patrons of the public schools are beginning to appreciate what an efficient program of instruction in public school music will do for their children.

We have had the best bandmaster in Missouri, according to our own thinking, for two years now. During this time he has developed a School Band—not a High School Band nor a Boys' Band as it is sometimes erroneously referred to,—but a real School Band, there being no restriction as to membership other than being a bona fide member of the public schools and being able to play an instrument entirely to the satisfaction of the director. The same may be said of our orchestra which is being developed to enormous proportions as to quantity and quality for a school of this size.

The impetus which we have given to public school music, both vocal and instrumental, in the last two years has had a most wonderful, wholesome effect upon the other activities of the schools, both curricular and so-called "extra" curricular. We have had practically no discipline problems. Everyone has a full program, there being no time for "tom-foolery."

Essex Centenary

THE Essex County (Mass.) Teachers Association has attained the remarkable age of one hundred years. Its one-hundredth annual meeting will take place at Tremont Temple, Boston, on November 1. An address, "Looking Backward a Century," will be delivered by Ralph P. Ireland, of Gloucester. President John M. Thomas of Rutgers College will speak on "Educational Consequences of Industrial Expansion." The Essex County Association shows every indication of continuing its usefulness and growth for another century at least.

If Kentucky has a law that must fine and imprison certain officials if they sell school books for personal profits that are given them for official examination it will probably have a salutary effect upon every one who sells sample textbooks.

Belding's Page

MENTAL FURNITURE

THE night before Columbus Day Premier MacDonald delivered a remarkable address, which every American should have heard over the radio. In the course of it he explained how much his country has depended upon its navy. A successful food blockade of one month, he declared, would wipe out England. Thus the navy is the nation itself.

He asked that Americans try to understand and be patient while his people "change the furniture of their minds."

Time is always needed for removing old conceptions and substituting new ones. Reform that is unduly hastened ends in reaction and defeat.

To change the mental furniture of the public is laborious, plodding business.

The nations are at school today, learning to remove the threat of war. Some say it can't be done. These are waiting for the furniture mover.

RIOTOUS ROOTERS

FOOTBALL enthusiasm may pass over into rowdyism. The madness following school games in a certain city has been so pronounced and troublesome, that street cars conveying the crowds of citizens and players from the field have to be accompanied by police on motorcycles. This is for the protection of peaceably disposed passengers and the property of the traction company.

The spectators appear to get more kick out of football than the players themselves do.

A game between schools that are real rivals—as in two neighboring towns that are jealous of each other—creates an amount of heat all out of proportion to its value as an educational adjunct.

School authorities are powerless to suspend football as a means of disciplining the riotous rooters. Public sentiment wouldn't stand for it. So the custom is to muddle through, trusting to luck there will be no heads smashed—not among the players, for that is rare, but among the excited onlookers.

BEWILDERMENT

A STRANGER wandering in the maze of downtown Boston may chance to come upon a certain street called School, and, all at once, to espy a brass arrow, about a foot long, inlaid in the sidewalk. The arrow points to a brass letter N, similarly embedded.

How useful this arrow may have been, no one really knows. We can imagine that it occasionally does help some wayfarer to orient himself and start off again with renewed hope of arriving at his destination. Most of the time, however, the brass arrow attracts little attention and is of little real use. It is polished by the shoes of thousands daily. Their minds pay little heed to it.

Youth is a period of bewilderment. Young folks wander aimlessly about, following one path after another, not understanding whence or whither. They are fortunate indeed if they come upon some bright, gleaming arrow which makes clear their bearings.

Instructors of youth and childhood are supposed to guide the footsteps of their charges. It is easy for these guides themselves to lose their way, and some have done so, while others never had any idea of the way, though they thought they had and were, for this reason, more misleading than if they had seemed in doubt. No conveniently placed arrow points to the true north of education, but the question, "Whither does this way lead?" needs frequently to be asked. Blind, bewildered guides are a travesty upon their profession. They profess to know and know not.

THE HAPPY TEACHER

BLESSED is that teacher who giveth no home lessons over a holiday.

Blessed is she who planneth her work so that no rush cometh at the end of a term or period.

Blessed is she who remembereth that her own desires and wishes are not the only ones to which the pupil must bow.

Blessed is she who perceiveth that childhood is a part of life, and not merely a preparation for it.

Blessed is she who regardeth the health of the child and the need of play and relaxation.

Blessed is she who putteth wisdom and the power to think above the learning of rules and the cramming of facts.

Blessed is she who weareth the same pleasant face and employeth the same sweet voice when the principal is absent as when he walketh into the room.

Blessed is she who can see a green necktie on St. Patrick's Day without thinking it a red rag.

Blessed is she who dealeth justly with all and hath no favorites.

The teacher that doeth all these things shall have the gratitude of many.

She shall wears smiles in the corners of her eyes and in her heart.

And the place where she hath toiled shall forever be the brighter.

Anson W. Belding

Associate Editor.

Educational Trails In American History

By A. E. WINSHIP

Chapter II — Colony Education

THE colony was the unit for a century and a half. A colony was an exploitation of the Old World in the New. Here was a vast continent in which Europe had taken no interest for more than a century after it had been discovered.

The temperate zone of Europe had no appreciation of the temperate zone overseas. Sub-tropical Spain had been exploiting the tropical New World.

The British government suddenly awoke to the possibilities of colonizing the New World north of the Everglades of Florida. The only thought of a colony in the New World was its direct benefit to the British government. The names of the British colonies carried glory to royalty. Virginia, Georgia, the Carolinas, Maryland, Delaware monopolized all of the New World that was considered worth colonizing.

Everything had a colony flavor. In Virginia chivalry and culture were throbbing in the spirit of the elect youth of the colony before and after William and Mary College was chartered. It was the chivalry and culture of Virginia and William and Mary College that gave the United States four of its first five presidents.

Each colony had its own estimate of public education.

In the settlement of Georgia land was set apart for the support of the minister and schoolmaster. For several years before the War of Independence Parliament made an annual appropriation for a minister and a schoolmaster. This was the only instance in which the British parliament provided funds for education in the colonies.

In South Carolina as early as 1725 there was definite action looking toward public taxation for the support of public schools in each parish.

In North Carolina in Colonial times there was legislative action allowing certain towns to build schoolhouses to be paid for "by the sale of town lots, donations, and subscriptions," but the effort must originate with the local community.

In Maryland there was an heroic effort to provide free high schools, but there were no permanent results.

In Delaware public taxation for schools was mildly encouraged.

Virginia was suspicious of the influence of the common schools. Sir William Berkley, who was governor of the Colony three different times from 1641 to 1677, reported to the King of England that "learning has brought disobedience and heresy and sects into the world and printing has developed them. . . . God keep us from both."

THE QUAKER COLONY

William Penn's first charter, drawn up in England in 1692, provided that the "Governor and provincial council shall erect and order all public schools, and encourage and reward the authors of useful sciences and laudable inventions in the said province."

There was to be "a committee of manners and arts to prevent all wicked and scandalous living . . . to see that the youth be trained up in virtue and useful arts."

It was to be a law of the colony that "All children within the province, of the age of twelve years, shall be taught some useful trade or skill to the end that none may be idle."

These laws were too ideal for use, and there was no serious attempt to enforce their specific provisions.

The vital factor in education in the Quaker Colony was *Industry*.

Industry for the family and the community, and industry of the community for the family.

The Quaker meeting made universal industry a vital part of its religion. The Quakers did not sing themselves into glory. There were no cymbals, no beating of drums, no trumpeters in their march heavenward. There was no lip service, no prayers to promote "Amens" or "Hallelujah" shouting.

Religion in the Quaker Colony meant industry. It was a real business and to this day in Pennsland industrial success of all the people has been on the political banner, and it probably will float aloft for generations yet unborn.

The Penn Charter School, a classical parochial school, as it were, was never dissociated from the industry of its students.

THE DUTCH COLONY

New York was settled by the Dutch West India Company as a commercial enterprise, and as such promoted education. The company financed the schools, and the Dutch Reformed Church licensed the teachers and supervised the teaching. There was much of the parochial element in the early colonial education of New York City and the country thereabouts.

English settlers who came to New York were financially conscious, and Dutch enterprise and English thrift appealed to virile young men with intense personal and professional ambition, like Alexander Hamilton, of the New Jersey Colony. This made it natural for New York to be prominent on the trail of history.

What *chivalry and culture of the few* were in the British colonies, what *industry for the family and the community* were in the Quaker Colony, *commercial prosperity and religious dignity* were in the Dutch Colony. Consequently New York has always been the financial metropolis and the theological metropolis of the New World, and is likely to continue thus to dominate the New World.

NEW ENGLAND SCHOOLS

In New England everything was different. The British government had no part at any time in the promotion of anything in New England. The Mayflower had left England in the expectation of finding favoring conditions on the continent. Failing to find congenial conditions there they came to the New World. They were encouraged to do this by some British financiers, who made a condition that the Plymouth band should return to them half of the products of the soil.

The Massachusetts Bay (Corporation) Colony had been unfortunate in some of its ventures in New England and decided to create something worthwhile, but only on condition that John Winthrop, a highly successful and esteemed citizen, would come personally and take charge of affairs. There was abundant financial support, and several hundred Englishmen and women came with them in this pioneering enterprise.

The noble band of Pilgrims at Plymouth had suffered from rigorous climate, inadequate financial support and anxiety about the relation with the Indians.

The Massachusetts Bay people had none of these privations or anxieties, and their coming was an untold benefit to the Plymouth group and their interests were easily merged to the advantage of both.

There were many factors which entered into the development of education in New England, which established a trail which ultimately followed the Mohawk Valley, skirted Lake Erie, took possession of some of the fertile lands of the Mississippi Valley, made their way across the desert, climbed the Rockies, ventured across another desert, scaled the Sierras, and after two hundred years in the New World entered upon the inheritance of the Pacific Coast.

As these three hundred years are rounded out, and American education is recognized as the life-giving, unifying force that has made this country the chief help of civilization in these chaotic industrial, financial and civic conditions, it is interesting to see how completely the trail of history from every state and county, factory, farm and fireside leads educationally to Massachusetts Bay of three hundred years ago.

Never before, nor anywhere else, has it been possible for antagonistic races from five continents, and of traditional creeds of forty centuries, and descendants from half a hundred nationalities to function in the management of a government that was never dreamed of by anybody anywhere before 1630.

Never before, nor anywhere else, would it have been possible to have languages, centuries old, surrender to a language so radically unlike their own that for thousands of years their native land had never accepted it.

Never before would it have been possible for millions of Irish and English, Germans and Italians, to retain affection for their home land, home government, home people, and be loyally devoted to a government in a new country in a New World.

Nothing but a common education could have made any of these conditions possible.

For a century and a half colony education had little in common. As long as the education in a colony was fostered, more or less, from the Old World it was not adapted to harmonize all colonies in the New World.

A common struggle for freedom from conditions that were regarded as intolerable suddenly brought these colony-states to forget sectional and traditional rivalries.

It required half a century for the colonies to make a pretense even of surrendering colony education to Federal harmony.

The New England people who had been the Massachusetts Bay people had some distinctions which proved to be vital. Harvard College of 1637 was the first thing created in the New World. It was considerably more than fifty years before the second college, the College of William and Mary, was established in Virginia, and Virginia was thirty years old before Harvard College was established.

It was an entirely different proposition to have a college in 1637 than it was in 1693. When the Massachusetts Bay Colony voted an appropriation for a college in the New World Galileo was in prison for being suspected of disowning his signed statement that the earth did not move. Harvard College was in a New World educationally as well as territorially.

An important distinction was the fact that in Massachusetts everything was tried out with all localities before it was imposed upon the people.

It was all crude as compared with the chivalry and culture which gave the United States four of the first five presidents.

The Massachusetts way had none of the thrill of the Dutch in New York, nor of the scintillating dream of the Quakers.

There was nothing spectacular about the Massachusetts way of having every community solve its own problems, but it established an educational practice that has solved educational problems from sea to sea, from lakes to gulf.

In Massachusetts there were local laws that forbade families to stray beyond the reach of the school.

Dedham did not allow any one to live more than two miles from the centre of the community.

When this restriction was removed, and where it never existed, the school was carried to the people. In Scituate the school was one-third of the time in each end of the town and one-third of the time in the middle of the town.

In Sutton the school was "all over the town, a month in each place."

In Westford a school dame was hired to keep school six months in six parts of the town.

In Mendon school dames were hired to teach in the outskirts of the town.

The trail of education was put in history in every part of every town, and this is one reason why in 1929 there is education in every part of every state.

There was no idealism for the few comparable to the *chivalry and culture* of the British colonies.

There was no religious devotion to *industry* or a family and community creation.

There was no commercial aspiration and religious domineerance as some have tried to read into the Roger Williams and the Salem incidents.

The Massachusetts Bay Colonists were largely devout Church of England people with high church men as leaders, but there is no trace of any effort at church propaganda.

What chivalry and culture were in the British colony, industry in the Quaker colony, prosperity in the Dutch Colony, *civic stability* was in New England, and whatever threatened to jeopardize civic stability got into trouble.

The common school was a New England creation. It left education entirely to the smallest possible unit of financial support and control. There was never any domineerance, state or religious, in the schooling of children of New England.

This was true nowhere else in the New World prior to the adoption of the Constitution.

THE MASON AND DIXON LINE

The carelessness with which American history has been written is well illustrated in the case of the Mason and Dixon Line. The impression seems to have been universal that that line was established, politically, to separate the slave states from the free states.

The fact is that it was never an American creation. It was created nearly a century before the Civil War. It was infinitely more liable to have caused the Revolutionary War than the Civil War.

That line was created by the British Government.

All colony life in the South was of British Colony origin, officially, industrially and socially.

There was no British official relationship to the Quaker Colony, or to anything in New England.

The British Government was becoming annoyed evidently at the industrial efficiency of the Quaker Colony, at the prosperity of the Dutch Colony, and at the improved civic stability of New England.

Be that as it may, the British Government in 1767 sent Jeremiah Dixon, with some knowledge of civil engineering, to the New World to find a civil engineer—Charles Mason—and survey a line separating the British Colonies from everybody to the north of them.

Mason and Dixon did a highly creditable piece of work and cut a well-defined path for a long distance through woods and underbrush, and public notice was served in the Old World and the New that the Mason and Dixon line separated everything in which the British Government was interested from everything in which it had no interest. This seemed to be universally satisfactory, but when a little later the British Government proceeded to tax those in whom they had publicly disclaimed any interest the Boston Tea Party and Philadelphia Declaration of Independence, the Yorktown episode, and the adoption of a Federal constitution came along naturally.

And colony education was at an end.

[Copyright.]

Our Dark-Day Friends

By Nixon Waterman

Our dark-day friends! Ah, how we prize
The steadfast hearts who, when our skies
Take on a dull and leaden hue,
Like glints of sun come smiling through
With summer in their words and eyes!

Sweet is adversity that tries
The strength on which the heart relies,
And brings to us the faithful few,—
Our dark-day friends.

When skies are all a perfect blue,
And wealth and happiness pursue,
Ah, one must be extremely wise
Who can detect the world's disguise!
The storm, alone, can bring to view
Our dark-day friends.

Is Corporal Punishment Still Necessary?

A Symposium

By T. H. HARRIS

State Superintendent, Baton Rouge, La.

WHEN I began teaching a good many years ago, I was imbued with the idea that every offence of any importance should be punished by soundly thrashing the boy who committed the offence. (I never whipped a girl.) After some years of experience I adopted the policy of discussing offences with the parents of children committing them before administering corporal punishment. This plan reduced the number of whippings by probably ninety per cent., without in any way injuring the discipline of the school.

It is my opinion now that corporal punishment does more harm than good, and there would be no loss in discipline or otherwise should the system be permanently abandoned in American schools. For a number of years the school board of the city of New Orleans has enforced a rule prohibiting corporal punishment in the schools of that city. I do not know of a more wholesome attitude prevailing between teacher and pupil, and a better system of discipline existing anywhere than are to be found in the schools of the city of New Orleans. In the rest of the state principals and teachers administer corporal punishment when they think it necessary. I am quite safe in saying, I believe, that the discipline in the rest of the state is no better than it is in New Orleans.

When resort to natural methods of correction through appeals to manhood and womanhood of the students and to the withdrawal of valued privileges do not result in establishing proper discipline, corporal punishment would also fail. We probably cling to corporal punishment in both the home and the school because that is the easiest and the quickest way to settle with a wrong-doer, but I am inclined to think that results secured through the fear of bodily pain are probably ineffective in moulding character and in safeguarding young people against the disposition to do wrong.

By C. B. GLENN

Superintendent, Birmingham, Alabama

AMONG the educational leaders who were opposed to corporal punishment in the public schools none has done more valiant service than Superintendent Hughes of Toronto, Canada.

More than twenty years ago he spoke on this subject to several thousand teachers at the summer school at Knoxville, Tennessee, and at the close of his address invited questions from the audience.

Those who were present probably will never forget the challenge offered him by a teacher who arose, and in a very shrill voice said: "Superintendent Hughes, I would like to know what you would do if a boy became so angry and so far lost control of himself as to throw an ink bottle at you?" As I remember the occasion the proverbial pin could have been heard to drop following the question by the teacher. The large audience anxiously awaited Dr. Hughes' reply. There were those who felt afterwards that he evaded the question. I have always been very grateful to him for giving what to me seems the best and most perfect answer possible. Said he: "Madam, I am not sure that I can tell you what I would do if the boy threw the ink bottle, but if you will give him to me two minutes before the bottle is thrown, I think I can assist you."

Dr. Hughes' theory was that of avoiding the crisis, and, in our opinion, this method carefully followed all but removes the question of corporal punishment from the public schools.

By R. L. COOLEY

Director, Milwaukee Vocational School

CORPORAL punishment in this age is like the ox cart, only worse. It serves if you do not know any better. It has always been the most effective means of the teacher getting into court, where he is always the loser whether he wins or not. I would never advise it; I would never permit it. It is degrading to the teacher who administers it, and it never does good except by accident. It is the rare individual in whom a blow awakens anything but resentment. You have never done anything for a boy or a girl until it is done from the inside out.

Sometimes one can fix a clock by shaking it. Good clock repair shops never resort to that method. Oh, yes, the temptation is great, and at times it does a young person a great deal of good to get a bump. The effect upon those professing to be teachers, however, can never be anything but bad, and we will never improve our understanding and technique of discipline by the methods which are bad for the teacher.

Corporal punishment will still occur and occasionally good results may come therefrom; but there is no doubt in the writer's mind that it should be kept entirely out of the plan. When, by accident, it occurs, the incident should be dealt

with according to the circumstances. Its use is a confession of failure. The failure of parents and government, and the idiosyncrasies of the individual may set up a condition such that corporal punishment may happen to be one way of meeting the situation; and while it may sound like a counsel of perfection to say that there is always a better way, I think it can safely be said that the circumstances where it would be indicated, as the physicians say, are so rare that we can well afford to leave it out of the scheme.

The query, "Is corporal punishment still necessary?" would indicate that at some past time it has been necessary. If that be true, there may be situations where it is still necessary. Many people still live in the past.

I do not think we as a people are any more intelligent than folks used to be, but we know some things that people formerly did not know. I presume we ought not to allow people to teach who are not pretty well informed within the scope of things which have become matters of common knowledge in the profession. I would prohibit corporal punishment not so much for the child's sake, but because it is bad for the teacher, and so becomes bad for all of the children in a wholesale sort of a way even when it happens only occasionally.

By PAUL C. STETSON
Superintendent, Dayton, Ohio

YOU ask: "Is corporal punishment still necessary?" My reply is that I question whether corporal punishment in the public schools ever was necessary, desirable, or efficacious.

Corporal punishment has persisted largely because it is the easiest and most direct form of punishment we have. The administration of corporal punishment calls for no imagination on the part of the teacher or principal. The child does what the teacher considers wrong; the teacher strikes the child, and punishment has been meted out.

Corporal punishment calls for no initiative on the part of the teacher. There are always rulers, straps, sticks, or some instruments which can be used to punish the child. It is not necessary to go to any trouble, therefore, to find some means to assert one's authority.

Corporal punishment calls for no originality. It is the oldest form of punishment we have. It has been used for generations without end, and will probably continue to be used until we exercise our originality and imagination and try something new.

Because corporal punishment calls for little initiative and no originality, and because it seldom gains its end, I do not believe that it is now, or ever was necessary except in very unusual cases. The object of punishment in the schools is not revenge for what has been done, but instruction in the rights of others. The theory of revenge in punishment cannot be defended in any school system. We punish children primarily to teach them a lesson which they do not seem to be able to learn otherwise; namely, that other people have rights which must, in any organized community, be respected. If a child whispers, or is tardy, or throws paper wads, or is insolent, or does any one of a dozen different acts which are decidedly anti-social, it is the function of punishment to make him see the effect of such anti-social actions and to make sure that he will not commit such actions in the future.

Punishment does not exist primarily for the instruction of the entire group. One may attempt to defend corporal punishment on the grounds that it brings to the attention of the entire group of students in a very dramatic way the penalty for anti-social behavior. It is doubtful whether this view would bear careful analysis or examination. It is certainly true that, in a society composed of adults, capital punishment does not seem to deter others from murder, and yet this idea is always urged as one of the reasons why capital punishment should be maintained.

It takes a great deal of patience, imagination, inventiveness, and originality for a teacher or a principal to devise methods which will build up in his or her pupils an attitude toward their community responsibilities which will prevent them from committing misdemeanors in school. One realizes at once that he cannot always make the punishment fit the crime. I have talked with a large number of principals who use corporal punishment, and all of them admit that, in the majority of cases, it has not accomplished permanent results. Discipline should be meted out to the unruly members of any class, not on the basis of revenge or on the basis of punishment, or because of affronted dignity, but on the basis of the instruction of the child in proper social relationships.

This is not to deny that very exceptional cases may arise when nothing seems to affect the child except bodily pain. After everything else has been tried, it may be that the teachers and principals are justified in using some plan of corporal punishment. Such cases are so rare, however, as to constitute an exception to the rule.

Let us study as a serious behavior problem each case. Let us analyze and diagnose it to the end that it may be, if possible, solved humanely and permanently.

(This discussion will be continued next week. An expression of your viewpoint will be appreciated.)

Dancing

By HELEN M. BARTON
Clarion, Pa.

WHY must dancing fight for its place in the program of physical education in the schools? This is a pertinent question and should be warranted attention. When one retraces his history and studies ancient and Greek civilizations, he will note that dancing and music held a most important place in the educational scheme of those people. Today, however, in this modern era of advanced thought, there are some school systems and directors who are reluctant in incorporating the art of dancing in a curriculum. Gymnastics, they look upon from a corrective point of view, if they consider them thoughtfully, and on this basis that branch is included in the program. A play, game, folk-dance, and above all a natural dance outline is quite without their scope of comprehension, however. There is surely a very definite cause for this situation, as a short survey of intervening history will show.

That conclusions may be as accurate as possible, it is necessary to search even farther back in historical records than the culture of Hellas. Therefore let us consider the period when savages and somewhat more highly organized tribes lived in the vicinity of the Mediterranean Sea. Here is found the uncivilized man, a person who, in his own crude way, is endeavoring to solve the problems of his concentrated universe by peopling it with imaginary forms like himself. He infers that his entire welfare is dependent upon the whim of these self-constructed gods, so he attempts to make himself and his tribe attractive to the virtuous spirits and to guard against the evil ones who might interfere with his small affairs. On this basis he is found to have built up a certain form of religion, or perhaps better called a "mythology," wherein he aims to please the good gods and to eliminate the bad ones from his thought. In his effort to accomplish his objective he instituted various forms and ceremonies, many of which took on the character of a dance. In some tribes this idea began to assume an almost psychopathic twist, in that the savage considered his own body the dwelling place of these evil spirits, and in order to cast them out he must submit himself to different modes of torture. Thus in his ceremonies and his dances we find the participant inflicting pain to rid himself from the disastrous inhabitance of his body by these evil spirits. Since at that time there was little communication between tribes, there are found to be many isolated phases of this same idea. This later developed into the reasoning that there was a difference, somewhere, between the physical body and the "soul," although the savage did not give it that name. What he did was simply to make a distinction between the body he knew and the natural forces of his surroundings, about which he had no knowledge. In his ceremonies and dances he dramatized the hunt, first to picture his desire to the gods of that particular field, but later merely as a recounting of his brave events; perhaps as a sort of reminder to the gods that this had brought satisfying results before. In his dance he was careful to depict only the kind of animal which would make good food for him, as he held a definite notion that some animals were set apart and were not to be killed. This idea probably came from the notion that certain beasts contained the "soul" of one of his former tribe-mates, or that it contained an evil spirit placed there by the all-powerful gods.

Previous to the sixth century B. C. these beliefs are reflected in Greek thought through the lives of the Vestal Virgins, the priestesses of Jupiter, the feasts of Dionysus, and several other similar events and customs. A more elaborate system of pageantry had developed in this country than in the savage tribes, but many of the motives were much the same. However, the Hellenic tendency was to emphasize the beautiful, contrary to the morbid and cruel turns of the earlier forms. As yet, the Greeks had not been brought directly in contact with the tortuous Oriental ideas, and did not do so until the expansion of a later period. Thus, untinged by foreign doctrines, the Greeks developed their own ideas of dancing and music, awarding them the foremost place in their educational system. The dance was one of the principal means of expressing religion and poetry, and was such an integral part of the cultural life of the people in the general plan of education, that no child's schooling was considered complete unless he could gracefully take his place in the "gymnasium" with his fellow citizens, either of the same age or older. It was in this place he learned his philosophy and the niceties of the social world, as well as engaging in physical activities. This may all be said of that period preceding the teachings of Plato and the time of Greek commercial and industrial growth which led to an exchange of thought with peoples of the Orient. The combination of Plato's emphasis upon the division of the soul and body and the importation of the Persian idea of bodily abnegation for the benefit of the soul, formed the platform for later Christianity. With such thoughts as the "Republic" stressed placed constantly before the people and the tearing down of man's moral and religious supports by the scientific investigations of the period, there is no wonder there developed a noticeable change in the attitude toward the body, and hence toward physical education, which, of course, included dancing.

The fourth century B. C. began to see the effect of this altered idea in the formation of many sects who called particular attention to the promotion of mental growth at the sacrifice of the physical well-being, as if this were necessary to accomplish the former. The Neo-platonists, the Gnostics, the Stoics, and many others all made a decided point of the fact that the soul and the body were not to be cultivated upon equal terms, and this forms the fundamental doctrine of "Asceticism," which we may still find shadowing contemporary thought. The following hundreds of years to the first and even second century A. D. finds Christianity in the mould, adopting tenets here and there, and the striving to maintain them against almost overpowering forces of other beliefs. Through the whole period of this religious conflict, however, Asceticism weathered the storm and appears again in the teachings of St. Paul. With the dawn of Monastic life the idea of separation of bodily needs from those of mental education was more and more pronounced until "Deny thyself" became the watchword of the day.

In the Christian centuries of the Reformation this Ascetic idea was forwarded in the teachings of Luther, who suggested that music be done away with, because of its disconcerting influence in a religious atmosphere. Calvin, Wesley, and others were promoters of this same thought, and in the Puritans we find the basis of our guarded American tendencies toward indulgence in things pleasurable. Tithe-giving, family devotions, personal luxuries and physical enjoyment were not considered in the same classification. To be a fit person for the world to come, one must not stoop to the vices of dancing, card playing and theatre attendance, or the enjoyment of music other than sacred. These Puritanic notions the American school system has never quite outgrown. Although our textbooks are no longer comparable to the New England primer, we are still somewhat behind in other branches. The social and industrial revolutions on the continent stirred such men as Rousseau, Goethe, Shelly and Eliot to urge a more liberal type of education, and as a later result of these upheavals, physical education was included in the European curriculum as a military or remedial quantity. In the American system it has never justified itself on the first mentioned basis, but it has been put in on the latter—witness the physical training conference in Boston in 1889. There the main idea set forth was the correction of defects resulting from the changing industrial conditions which fired the industrial revolution of 1869. Such a program in physical education had a very small place, if any, for dancing in any form. Later when the schoolmen began to recognize the psychological value of interest as well as mere coercion, they somewhat enlarged their schedule to include a few jiggy folk-dances, which were recommended as good forms of exercises.

This is the twentieth century now, and we are inclined to pride ourselves upon our special accomplishments, but in reality we are even yet bound by the fetters of ancient ideas and traditions. This is most assuredly demonstrated in the general attitude toward natural dancing as a part of the school curriculum. By "natural dancing," I refer to the free, natural movements of the body, such as Miss Margaret H'Doubler of the University of Wisconsin and Miss Gertrude Colby of Columbia University suggest. I do not mean the unclothed dancer of the stage with her artificial ballet gyrations.

Parents are sometimes inveigled into the toleration of a folk dance if it is camouflaged as a "rhythmic game" or as a "folk play," but the word "dance" still seems to remain as a symbol of sinful indulgence in bodily vices. By gradual educational processes there are various liberal communities who have attained the point of referring to a folk-dance as such, but the natural dance is still far beyond their ken. This will be found to be especially true in schools located in districts quite secluded from the broadening trend of city thought. It is in part due to the fact that they do not understand the underlying thought, and what is more, they do not care to venture any information in that direction. The author recalls one example of this blind indifference by a school board whose sole idea of physical education and its branches was confined to the elementary calisthenics of their own school days, many years ago. In other fields they were rather progressive, but in their minds dancing was not a subject for any school educative program. Therefore, if dancing, either folk or natural, is to be allotted its valuable place in education and the curriculum, it is the urgent duty of those in the field of physical education to stress those assets.

Physical educators should endeavor to direct the thought of schoolmen, and this may be a slow process, toward the point where they may comprehend the psychological values of dancing in the physical education program, weighing it and comparing it with gymnastics and sports. When this approach is made to the few, committees as a whole can be forced to note its advantages. Those districts which suffer physical education to exist in their educational programs because it is a state requirement, or because of the exercise it affords, may be led to see its sound academic values. When we grow in the field of physical education as we have in others, and liberate our curricula from the dictates of puritanic asceticism, then will dancing assume its rightful place peacefully in richer program our educational institutions are endeavoring to promote.

Why Boys Dislike Grammar

By A. W. BURR
Beloit College

THERE are good reasons for a boy's hatred of grammar.

1. The study must be pursued by the use of many technical terms, a new experience to a boy. Many of these terms he never sees or hears except in his grammar class, nominative, predicate, apposition, adjective, preposition, conjugation, infinitive, etc. But worse, many of these are known words with new and strange meanings: case, object, tense, voice, person, etc. Often words used with them give no clue to their meaning, e.g.: "The subject of a sentence is in the nominative case," four technical terms with no illuminating words but *the, is, in, of*. Most of the definitions would mean little did not examples follow that shed some light on them.

2. The study deals with the kinds and relations of ideas, the abstract, a field unfamiliar to a boy. There is nothing about it that he can touch, see, or possess. It is a world that he enters for the first time in his study of language, and the way is dark to him.

3. It requires much learning of definitions and forms, doubly hard memory work, because their meaning and use are so vague. Its relating of ideas calls for reasoning power, harder because ideas are so abstract, and because undertaken too early, before the boy has come to the reasoning stage in his development. More than half of the difficulty of the boy will be found in his trying to memorize the meaningless and the uninteresting, and in his efforts to see relations that he cannot see.

4. Moreover, the boy sees no use of the study. He can use words as other people do. Those who study grammar talk no differently after they have studied it, say: "It is me," "except you and I." "He ain't there." What's the use of it, is the final question with a boy. A girl does better, because she studies it without the serious handicap of that practical question, and she has more acquaintance usually with words.

WHAT CAN BE DONE FOR THE BOY'S DISLIKE OF GRAMMAR?

His teacher, or some one, may turn the process of the grammar right about for him. Instead of his first learning "An adjective is a word that modifies a noun or pronoun," start with a sentence "This large fish ate two small fishes," and ask, "What do the words 'large' and 'small' do?" "They tell the kind of fish." "What does the word 'this' do?" "Tells which one." "What does two do?" "Tells how many." Words that tell the kind, which one, how many, of nouns or pronouns modify them, and are called adjectives, which means placed near, because their place is near their noun or pronoun. The ideas how, how much, when, where, why, likewise mark words as adverbs.

So the nominative and objective cases, uses of the words, fish and fishes, may be approached under case, and the word, ate, under the verb. It is always first the office or part of the word in its group by the question, "What does it do?" then the name and the meaning of the name. That is going from the concrete, an example, to the new idea, the abstract. Giving the meaning of the new word links the name with its office. Much of the help that the study of Latin gives to a knowledge of English grammar comes from knowing the meaning of the terms of grammar most of which are derived from the Latin, adverb, near a verb, predicate, tell, assert. They need translation.

This approach does three things for a boy: he starts with a thought, something he knows, and finds the part of each word in making it; it is also constructive, a discovery, and that makes it interesting; the strange, technical terms get a meaning in words that he knows.

If the grammars would put after each new term, as it appears, words for it that your boy uses, most of the terror of the study would vanish.

2. See that the study is not taken too early, before the boy is ready for that abstract, logical type of study. The eighth grade is soon enough, and a semester of it would be enough at that stage. The first half year in high school for English grammar, and Latin begun with the second semester, if that is taken, would be a helpful order.

The writer studied "Clarke's English Grammar" a year in school, knew its definitions by heart, put hundreds of sentences into word pens, and could not tell a predicate nominative from the object of a verb. Then in the first year in High School a teacher set him right, and in three months he knew his English grammar.

HOW ENGLISH WORDS MAKE SENSE

3. His teacher, or some one, can help him to find how his words make sense. Parsing will not do it. That is but taking words apart that make sense, dissecting them and leaving the debris scattered about the classroom as each one does his part with them. The words, "I may go," and "May I go?" will parse exactly alike. So will "You are not going," and "Are you not going?" but how different their order makes their meaning.

James struck Mary, and Mary struck James, are the same words, but their different order tells a different story. "The there horse stands blind," is nonsense, but not "The blind horse stands there."

Predicate Nominative. How can the nominative case be in the predicate of a sentence? What is it there for, and when? The boy can see thus that the position of his words has much, very much to do with his telling something. English words make sense by their position far more than by their form.

4. Then the ideas of words must have the association of his experience, or of a possible experience, for them to make sense. He can say, "The boy hit the ball," and, "The ball hit the boy," "The boy rides a horse," but not, "A horse rides the boy," nor "The cat is barking at the dog," nor, "The green snow fell softly all day." This is a condition of words making sense that belongs to all languages. Why not enrich the boy's mind and life by spending a week or two on his experience of the agreement in sense of the words of some author that he reads, or try the same on a class?

5. The right form of the boy's words is another essential part of his speech. "Me and him will do it," conveys his meaning, but tells too much about himself. "You is a fool," shows up a black face, and "Her seen him do it," comes from foreign-speaking lips. Uncouth forms, like strange clothes, call too much attention to the speaker, give him away.

6. His teacher, or some one, can show him that language is the most wonderful, practical tool ever devised by man, that if he wants to talk about it, or have others talk to him about it, he must know the terms of it, case, verb, phrase, participle. Punctuation, rhetoric, self-criticism, another language, all hang upon the terms of his grammar. More fail in first-year Latin, French, Spanish, from ignorance of language terms than from any other cause. Not to know them in the study of language is like a carpenter's not knowing the names of his tools, square, plane, chisel.

7. There is one thing that any teacher can do. She can go over one or more pages of English with the boy, noticing first the position of the different kinds of words in the sentences; then, the words that agree, go together, in meaning; then, the form changes of words and what they do; then, what such words as *is, was, did, shall, will, may, can,* do; what final *s* does to verbs and to nouns; why "loves" is a finite verb and "to love" an infinitive, and the boy or class will get more practical English grammar than will six months of saying: "Book is a common noun, third person, singular number, nominative case, subject of——," "The subject of a finite verb is in the nominative case."

The study of English grammar thus pursued should prove interesting to a boy, for he sees "how the wheels of his speech go round." Above all, it should *make him language-minded,* and when once that is done, he will take notice of his own speech and of that of others.

Shall the study of English grammar be taken out of the schools? Yes, if it must be taught in the traditional way, memorizing definitions and rules, and parsing. That is not the study of the ways of English speech, how English words make sense. But the boy's writing something to be corrected by a teacher cannot be a substitute. The study of English is the study of what has been written to find what makes it English.

There is no part of a boy's or girl's education more important than becoming at the right time language-minded. *That is what the study of English grammar is for.*

Men and Books

By JAMES COURTNEY CHALLIS

"How closely men resemble books!
For instance, when one merely looks
At covers dull, or bright with sheen,
He ne'er can tell what is between
Until he reads. A gaudy dress
May be the cloak of emptiness,
While bindings plain and poor and thin
May hold a wealth of thought within.

"Like books, some men are good, some bad,
Some humorous, some dull and sad,
Some shallow, others strong and deep;
Some swiftly move, while others creep.
Some are but fiction, others truth,
Some reach old age, some die in youth;
But just a few can dimly see
The goal of immortality!"

—From "Books and Men."

Personal and Professional

JAMES HENRY BREASTED, director of the Oriental Institute of the University of Chicago, has been publicly recognized as a leader in educational thinking and writing by the presentation of the gold medal of the Geographical Society of Chicago. As a scholar, writer, and teacher he deserves all honors that can be shown him.

HENRY THATCHER FOWLER, Brown University, is the oldest lineal descendant of General Henry Knox, Washington's chief of artillery, for whom Knox College, Galesburg, was named. Professor Fowler was one time on the faculty of Knox College, and will be the principal speaker at the anniversary of the death of General Knox, October 25.

DR. WILLIAM M. SNYDEN, long time principal of the Hollywood High School, is to be director of the Los Angeles Junior College, which is to be established in the plant that was the Los Angeles Normal School, and later the "California State University at Los Angeles" This is a delightful recognition of exceptional professional and administrative ability.

FREDERICK W. KINGMAN, who recently resigned the superintendency of Natick, Massachusetts, has identified himself with an Investment Company of Boston. Incidentally, it may be said that Mr. Kingman's personal skill in investments made it possible for him to retire from a superintendency and become the adviser of others who desire to be equally fortunate financially.

R. E. TIDWELL, who has resigned the state superintendency of Alabama to accept a position on the Division of Field Service of Teachers College of Columbia University, has been especially efficient as state superintendent, and his resignation was genuinely regretted. There was no personal or public opposition to him in the state.

DR. A. R. TAYLOR, who recently died in Decatur, Illinois, was buried in Emporia, Kansas, where his national reputation in educational leadership was established.

Dr. Taylor has had a remarkable and useful career. He was principal of the Kansas State Normal School for twenty years, and has been identified with James Milliken University as president, vice-president and president emeritus for more than a quarter of a century. In both institutions he assumed leadership at a critical time for peace and prosperity.

PRESIDENT I. N. McCOSH, of the Oklahoma State Association, has been president of Phillips University, Enid, for thirteen years, and has been eminent in academic and professional leadership in the state. It has high significance for the president of a college to be elected to the presidency of the State Association of Oklahoma.

MRS JENNIE LOITMAN BARRON, of the Boston School Board, is the first woman in Massachusetts to be appointed Master in Civil Case. Mrs. Barron is one of the most efficient women ever to serve on the Boston School Board judged by her achievements and by her public addresses.

Mrs. Barron is demonstrating superb leadership. Her latest achievement is the culmination of her campaign for the Girls High School in the Fenway at a cost of approximately $1,500,000. The Boston School Board has had several eminently valuable women members, but none have surpassed Mrs. Barron in wisdom, devotion, or achievement.

W. L. GROSS, Bellingham, Washington, is appointed representative of Northwestern territory of the Gregg Publishing Company. He has earned this opportunity professionally.

EDWARD H. SKULLKEN, principal of the Monteflore special school, Chicago, with five hundred retarded boys, was selected by Superintendent William J. Bogan to create this special school, and arranged for him to study the problem of retarded school boys in cities from Boston to Los Angeles. The school is equipped for a variety of activities for non-bookish boys. He has selected specialists to study the best work for each boy, and teachers who know how to meet certain needs of boys, who enjoy the achievement of these rescued boys. Mr. Skullken saves a boy from one to three years each.

DR. CHARLES E. SAUNDERS, the creator of Marquis wheat, of which 400,000,000 bushels was raised in Canada last year, giving a profit of $75,000,000, had an unusual academic training. He graduated from the University of Toronto, earned his doctorate of philosophy in Johns Hopkins University, finished his academic studies at Harvard.

They Say

J. ED. CHAUVET, Savannah, Georgia:—

"Some people who pass for cultured men and women are content to remain in densest ignorance of geography, resources, commerce, educational advance and social progress of the growing countries of South America. They think of them as lying in the tropics, and chiefly inhabited by illiterate brigands, whose trade and acquaintance is not worth while cultivating, and whose political future is negligible in world affairs."

JERRY J. VINYARD, Paola, Kansas:—

"If we can remove the stigma attached to discipline problems and attack them in the same spirit of research that we do other problems of education, teachers will be relieved of the parasite that saps much energy and vitality from them and reduces the efficiency of their work."

DR. CHARLES H. JUDD, director of School of Education, University of Chicago:—

"Unfortunately there are a great many parents and members of school communities who are still in the amateur stage and have not made the discovery that there is a vast difference between expert teaching and teaching that consists merely in routine management of classes. Even a superficial observer can recognize the incompetency of a very poor teacher, especially if that teacher has bad disciplinary control. As soon, however, as teaching reaches a level where there are no riotous interruptions, it is difficult for people of little insight to understand all that is going on."

DAVID STARR JORDAN, Stanford University:—

"Today is your day and mine, the only day we have, the day in which we play our part. What our part may signify in the great whole we may not understand; but we are here to play it, and now is our time. This we know; it is a part of action, not of whining. It is a part of love, not cynicism. It is for us to express love in terms of human helpfulness."

CHESTER W. MILLIKEN, New Bedford, Massachusetts:—

"Each year brings its own particular problem as regards contagious diseases. One year it may be scarlet fever, another year whooping cough, another measles, another diphtheria, or it may be a combination of any two or more of these diseases at the same time. The most difficult of these combinations is that of scarlet fever and German measles, the cutaneous manifestations of which are so nearly alike, yet they are alike in no other way. There are two other diseases which can be very easily confounded, one of which is one of the simplest and least dreaded of all contagious diseases, chicken pox, and the other smallpox, which can be so light as to be unrecognized as such even by good diagnosticians, but which can be one of the most dreadful in its lasting effects and in its mortality."

MRS. ADA B. SIMS, superintendent of Noble County, Oklahoma:—

"Until recently about the only progress made in rural education was in the multiplication of schools and schoolhouses. While the urban districts were expending much thought on their school systems and were increasing the efficiency of them by adjusting them to new and more complex conditions, the rural school as an institution not only stood still, but in many cases actually slid backward."

HON. WILLIAM HOWARD TAFT, Chief Justice, U. S. Supreme Court:—

"You ought to study the Constitution of the United States as soon as you are able to study history, because the Constitution of the United States is a part of the history of your country, and has much to do with making your country what it is. Of course you cannot become a constitutional lawyer by reading the Constitution, but you can get some idea of what the instrument is, upon which the government is founded, and the longer you study it in connection with the history of the country, the more you will begin to understand its operation and its usefulness."

O. S. HUBBARD, superintendent, Fresno, California:—

"The schools are no longer teaching subjects. We are engaged in the much more solemn duty of teaching students. It takes only a knowledge of a limited field to teach a subject. But it takes a teacher with a breadth and depth of human understanding to teach students."

M. S. EISENHOWER, U. S. Department of Agriculture:—

"Research cannot be conducted efficiently in closed compartments by scientists equipped with laboratory facilities but lacking facilities for communication with co-workers and with the public. Research done in the dark involves wasteful duplication of effort, and languishes for want of the stimulus that discovery in one field should exercise on inquiry in other fields. Without prompt publication of research results, scientific investigation drags, and at the same time fails to exert the influence it might exert on contemporary practice in the agricultural and industrial arts."

Are These Your Problems?

THIS DEPARTMENT OF SCHOOL PROBLEMS
IS CONDUCTED BY A SCHOOL EXECUTIVE.

286. How should the noon lunch problem be cared for? (Maine.)

There are always many problems within the lunch problem which give more or less difficulty according to locality, type of school, etc., but I take it you refer to the more common ones in your question and shall try to discuss it with that in mind. It is hardly necessary to say that all lunch periods need to be supervised. In the senior and junior high school it may be left to the student council, but even there teacher advice is frequently necessary. In the elementary schools teacher or adult supervision is imperative.

Various ways of having some older person with the children who bring their noon lunch is used with success. In some buildings the children are assembled in one room if the numbers permit, and a teacher who brings her lunch eats with them. This gives an excellent opportunity for table or lunch manners to be stressed. Better kinds and better ways of bringing lunches can tactfully be brought to the front by the clever, kindly teacher. Teachers often take turns at this. It is too much to ask any teacher to do it continually. When facilities permit a warm soup or drink can be prepared on a co-operative basis with great profit physically and socially—the children sharing in both cost and work.

Proper menus as well as care of the noon lunch is a good project for the domestic science department. Sometimes a school nurse or teacher students help care for the lunch hour.

In good weather children should be encouraged to spend part of the noon hour outdoors at play. As to who shall bring a lunch and who shall not, that is frequently a bone of contention, and can only be settled on local conditions with the co-operation of both teachers and parents.

287. Under what department should the school doctor come? (Mass.)

The best plan, as a rule, is to have the school doctor come under the school department. As a member of the health department within the school system he works in greater harmony and profit under the superintendent of schools. One head makes for greater unity, clearness and sympathetic understanding.

When the school doctor is under the local or state board of health there is apt to be a division of authority and a corresponding division of responsibility through the loopholes of which the welfare of the child is lost.

It is the old story of "What is everybody's business is nobody's business." The only safe way is to have all work and departments in a school system head up to the superintendent and by holding him responsible for the complete whole, avoid gaps and overlapping.

288. How far down in the grades is it practical to have sewing? (Texas.)

Some schools have it as low as grade four, but grade five is a more popular place to start it. Little fingers do not take kindly to small implements or long, painstaking tasks. Weaving and coarse thread and yarn work is the type for early sewing. If the work is kept coarse and simple, it can be introduced with success as low as the fourth grade.

One of the arguments for putting it into grades five and six rather than keeping it for grade seven is so many of our girls leave school at the end of the sixth grade, and if they get no acquaintance with sewing in school they may never be introduced to a needle. Cheap ready-mades and the rush for pleasure found in many homes make for shiftlessness in dress as well as in other lines. Under such circumstances sewing becomes a social problem, and mending and care of clothing is an important factor. Thrift as well as beauty demands we give our girls some idea of materials and their most profitable uses as well as the hall marks of well-made clothing. This has to be done as early as possible if many of those who need it most are to get it at all.

289. Has a school system a right to ask a teacher to take a physical examination? (Kansas.)

Yes, I suppose it has, but I would not think it good policy to make the rule out of a clear sky and ask all your teachers to file one by a certain date unless there was some special and particular reason. Some places ask for a certificate of good health when they hire a teacher, and many teacher-training institutions demand one as a part of their entrance requirements, which is an excellent plan.

If a superintendent is in doubt of a teacher having a contagious or infectious disease safety for the pupils demands he ask her for a doctor's report on the matter.

Teachers should be encouraged to have yearly physical examinations, and we should do all in our power to make such examinations convenient and inexpensive for them. Our best work comes from the healthy, happy teacher, of course.

School Work at Home

By ARTHUR DEAN, Sc. D.

Nothing in the home causes more trouble than homework. It even causes divorces. It adds to the nervousness of children, it brings about deceit, it helps to make liars, it promotes cheating, it affords excuses to be at some schoolmate's home for "studying."

On the other hand the advantages of home work are that it teaches youngsters to study alone; it saves taxpayers' money in that pupils who are able to study without supervision do not require expert services while so engaged; it divides the burden of education between the school that is expected to teach and the home where children are expected to apply their knowledge; and finally, it assists in keeping the children busy outside of school hours.

Home work or study as it is worked out in many schools and in many homes has, unfortunately, not been improved upon since the dark ages. Children are still told to study so many pages and to do so many problems. Some teachers still assign more work than any mortal child can reasonably be expected to do. Parents still coax, preach, threaten and go mad over the whole proposition.

There are a few elementary principles which parents and teachers should keep in mind. Many a home, if the following points were carried out, would be a happier place to live in.

MY RECOMMENDATIONS.

1. Under no circumstances should home work of any kind be assigned as a punishment.
2. No child should be required to study alone until he has been shown definitely how to accomplish that which an oldster never learned; namely, How to Study Alone.
3. No boy or girl should be expected to study in a bedlam of noise, whether it comes from a baby's squealing, a loudspeaker, or a family squabble.
4. No principal should allow any teacher to take more than her share of the home period for study.
5. No elementary school child should carry home more than two or three pounds of books, including notebooks.
6. No home work should be required of any child under ten.
7. Home study requirements of children ten years of age should be only thirty minutes a day, children eleven years of age one hour a day.
8. Study from books for elementary school children should never exceed two subjects a day. Junior high pupils should have as a limit three subjects a day.
9. While parents may help their children at home somewhat, their main job is to furnish suitable study arrangements, provide a dictionary, paper, pencil and ink, and see to it that the child actually studies and does not sleep, dawdle, slur or slam over his home work.
10. A daily school prayer should be offered for those unfortunate children who must study in homes where everybody must eat, listen to the radio, gossip, read, study, think and snore in crowded quarters. An extra home prayer should be said for the student who cannot study if he would because of interruption of father, with his "Let's try to get station PDQ" and mother with her "Can't you help mother by 'tending the baby while you study?" It's funny that little brother never thinks of running his express train until someone around the family table is trying to think, and that the baby's pin always sticks into it at just the time when the school problem begins to have light on it.

Let's remember, folks, that home study is a business — your child's business.

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CHARACTER CHATS

By JOSEPH B. EGAN, A. M.

The Moon-Deer

Last evening a new moon slipped silently down over our hill. Gleaming there, for a time, in the heavy purple dusk above a clump of birch trees it seemed strangely like the golden horns of a royal deer. As I looked at it I could understand how the old Greeks, seeing the moon over some Grecian hill, would be led to liken it to a sacred deer newly escaped from some heavenly field, straying down to earth to graze for a brief hour or so.

What a wonderful power lives in the imagination of man! Old things grow new under its compelling force; the commonplace becomes the castle of romance; the kitten becomes the lion and the steady plow-horse the high-spirited charger of a knight at King Arthur's court; every mountain cave harbors a fairy band, and the waters of the River Rhine sing to the songs of Lorelei. As I looked at the moon-deer last night a strange fancy came to me. I shall tell it to you because I think there is a germ of truth in it.

What if you and I are really creative spirits, unable just now to create as we would wish because of the manacles of flesh upon our hands; what if we feel the power within us to make worlds and want to use it but find that we can only do so in the realms of our imaginations! That is something to think about. If what I have just said be true in even the remotest way, how very important does it become for us to live the true life in this spirit world, thinking good thoughts and doing good deeds, letting all our imaginings be of a noble and inspiring kind. To one living thus a free full life in his imagination the hindrances of the world become less and less a matter of concern. Perhaps this is what the poet means when in an hour of bitterness he exclaims:

The fairies are not dead.
Last night I saw them there
  Under the silver hangings of the moon;
Cowslips golden in their hair
  And shod in silver shoon.

'Tis true, cold stone about me threw
  The chill of moonless prison wall—
And yet,—in answer to wider call
My spirit glided softly through
  And smiled to see the fairies and the moon,
  The cowslips and the silver shoon.

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Ah, no! The fairies are not dead.

And so I like to think it was not the moon I saw last night but a moon-deer, head lifted in the dusk, crowned with golden horns, ready at the first alarm to leap away forever, on its pale-silver, birch tree legs.

Art

I stood in the museum recently admiring a marble statue that had been chiseled out of the rock some three thousand years ago. A rather mournful thought came to me as I stood there in the presence of that calm figure. Before those unseeing eyes sixty generations of men had risen into the light, struggled with the problems of their daily lives and sank back again into the darkness from which they had come forth. How few of those millions had left one scrap of evidence that they had lived! How very, very few had left behind a monument such as this to proclaim their genius to have been greater than the rest! Could it have been that all that mighty throng had lived in vain? As measured in terms of stone or any other earthly thing, the answer must be, "Yes," for in the wreck of ages the works of their human hands had turned to dust.

But there is another side and a brighter one by far. Some day, in the far distant future, this round earth on which we live and roll through space, will grow cold and dead and life will vanish and the mountains crumble and the seas dry up and a desert, still as death, reach out its brown circling arms from pole to pole. In that day the works of all men will be leveled in the common ruin. The statue that has weathered more than three thousand years will be laid quietly beside the works of the last man to live and so forgotten in the vast void in which the earth shall go on rolling, tenantless, unknown, and unvalued by any living thing. Shall then the entire race of man have lived in vain?

Were it not for man's immortal spirit, again the answer must be "Yes," but there is in us something that is not of this earth; some unseen, yet mighty force that cannot be found anywhere outside the brain of man;—a living, conscious something that opens an eye here and an ear there; speaks through a mouth a word that will have meaning a hundred thousand years from now; guides a hand holding a tool to carve a statue that defies the ravages of time; sings a clear song or writes a poem for generations yet to come;—some unseen force that looks out across the earth to the stars and says:—

"I know that I am here and yet the earth is but the platform on which I stand. The stars are in my ceiling and the moons roll underneath. I am here, but I am not of the earth, the stars, the moon. I look upwards through the dust of this and all other worlds to another home where my father who has sent me lives."

Below I bring to you three verses of a poem which expresses beautifully part of the thought I have tried to give you. I regret that the poet did not go through another verse or two singing of the deathless spirit behind all art. It would have been well had he done so, for even art shall pass and the works of man's hands, good and bad, shall vanish from the earth.

ART

Theophile Gautier.

. . . All things return to dust
Save beauties fashioned well.
  The bust
Outlasts the citadel.

Oft doth the plowman's heel
Breaking an ancient clod
  Reveal
A Caesar or a god.

* * *

Chisel and carve and file
Till thy vague dream imprint
  Its smile
On the unyielding flint.

Hail Man!

One night, last week, as I returned home, I found the cement highway to my garage studded with little silver lights as though some fairy had driven into the hard surface a hundred silver-head nails which caught up and reflected out into the darkness the glitter of the stars overhead. The sight was so unusual that I stopped my car and got out to see just what had happened. I reached down and picked up one of the gleaming points and carried it over to my headlight. In the glare of the auto lamp the silver vanished and only a little brown worm wriggled in my palm. Very carefully I placed the glowworm on a bush nearby and drove into my garage by another way, leaving the cement path to the glowworms and their mysterious parade.. It is a beautiful and helpful thing for our spiritual growth to lift the curtain now

and then for an entrancing peep into the world of mystery just beyond. To some people a glowworm on a path is merely an interesting sight to be passed and forgotten in the traffic of another hour; to others a glowworm on the path is a lighted window through which the spirit peeps into the room of splendors lying just beyond. I hope you are a person of the latter kind to whom all things are wonderful and new and for whom earth is always preparing a fresh surprise.

Speak to Him, Thou, For He Hears

It is interesting to know Tennyson's own estimate of all that he wrote in the long years of his life, as he told it to a friend. This friend, a teacher of English in St. Paul, Minnesota, had in her youth lived in Lincolnshire, near Tennyson's home. She went back to England in 1892, and was there on the very day when Tennyson went "to meet his Pilot face to face." She called at the door to inquire about him, and because of the long years of friendship, she went in to see him. She spoke to him of the splendid gift he had made to the world in his poetry. He said: "Yes, but in all that I have written I should like particularly to be remembered by one stanza. I should like it to be the last thing I say to you."

As she turned to go he repeated with a voice full of fortitude and confidence:—

"Speak to Him, thou, for He hears
And spirit with spirit can meet.
Closer is he than breathing,
And nearer than hands and feet."

Winona Reeves,
Editor P. E. O. Record.

How refreshing this testimony is, coming, as it does, from the lips of the great poet himself. His words are, in a sense, a precious legacy to every girl and boy in the world—a legacy more precious by far than any gift of gold or jewelry. After a lifetime of noble effort in which Alfred Tennyson wrote some of the loveliest words that ever have fallen from mind of man, he chooses out of the glittering treasure one spiritual pearl and hands it down to each of us.

The Unappreciated Great

To be gentle;
To be kind;
To be earnest;
To be generous;
To be helpful;
To be sincere;
To be noble;
To be patient;
To be forgetful of self;
To be forward looking;
To be tolerant;
To be anxious for success in others;
To be a speaker of good words;
To be a doer of good deeds;
To be an encouragement to all others in the doing of good things.

Is it possible for mankind to reach a height like this? It certainly is, for others have done it—many of them; thousands of them; millions of them since the world began; no age nor race has been without its noble ones. History does not record them. Fame knew them not. They passed in and out of doors unnoticed, bearing the unseen flame of the spirit through a world of shadows and struggling men.

These are the unappreciated great; the truly great; in their ranks are care-worn mothers and fathers with bent backs and calloused hands; faithful, hard-working sisters and brothers who have set self aside to help the younger race grow up in wisdom; artists and poets and hewers of wood and stone and carriers of water; slaves and free men, all high-hearted and high-souled noblemen of God.

No book will ever record the greatness of these spirits, but they, themselves, shall proclaim it, gleaming in their spiritual splendor before the face of God.

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EDUCATION IN ACTION

Mixed High School Found Aid to Boys

Boys from co-educational high schools have at least as good and possibly a better chance for college honors than those from all-male schools, according to the results of a study by Hyman L. Lapidus, graduate worker in the School of Education of the College of the City of New York. The college careers of the two groups showed twice as much extra credit for honor work was earned by those from the co-educational secondary schools as by graduates of a boys' school. There are 15,000 co-educational public high schools in the United States, Mr. Lapidus pointed out, and only a hundred or so in which the sexes are segregated. The mixed school was first introduced for the sake of economy. Lapidus is inclined to agree with those psychologists who say that the sexes ought to be separated during the first two years in high school, and brought into the same classes during their later years when they have passed the shy and gawky stage.

Physical Education In Public Schools

The increase to thirty-five in the number of states having laws requiring the teaching of physical education and to seventeen in the number of state directors of physical education and health has, of course, meant an extension of physical education activities in schools. In some states the appointment of more assistants to the state director has stimulated local activity and direction. In Virginia, where a division was made into ten supervisory districts each with a director, these assistants not only visited 4,600 schools, but introduced physical activities for the first time in 1,400 of them.

According to the Bureau of Education, there has been a steady increase in the number and size of school playgrounds and some attention has been given to making them usable for as many days of the year as possible. The provision of after-school supervision of play for all pupils, rather than exclusively for those on competitive athletic teams, has been made in some communities and the need for this is more and more appreciated.

The past two years have brought forth a number of studies both in high schools and colleges of the showing of students participating in athletics as regards intelligence and scholarship. The results of some of these studies have been negative and others positive. On the whole, there seems little relationship one way or the other unless it be that those who prefer football tend to rank lower in scholarship than those participating in other sports.

Finds City Students Better Physically

"The collegiate student of the Metropolitan district is mentally and physically distinctly superior to the student of twenty years ago," said Dr. Frederick A. Woll, head of the hygiene department of the College of the City of New York. "He is heavier, taller, has fewer physical defects, and possesses a more thorough understanding of hygienic requirements," Dr. Woll said. "It is manifest to me, from a comparative survey of the physical examinations given to all entering students of the day session since 1906, that the results must be attributed, in great measure, to the high quality of work being done in the public and high schools of the city."

North Carolina School Figures

A greater number of students were graduated in 1928 from public high schools in North Carolina than were enrolled in public high schools in the state twenty years ago. Enrollment for the session 1907-08 was 7,144 students; the total number of graduates in 1928, of white and colored students, was 12,512. During the four-year period 1923-24 to 1927-28 the number of white pupils enrolled in high schools of North Carolina increased from 59,160 to 89,749, a gain of approximately 52 per cent. During the same period enrollment in high schools for colored pupils increased from 4,715 to 10,942, a gain of 132 per cent.

Says Europe Copies Our School Methods

At the great educational conferences in Europe this summer the representatives from American universities were sought for guidance in improving the teaching methods of European educators, according to Dr. Thomas Alexander of the International Institute of Teachers College, Columbia University, director of the American Visitation Group, which has returned from an inspection of the school systems of German cities. "Educators abroad," said Dr. Alexander in his report, "are recognizing the unique possibilities of the methods of teaching and purposes of teaching which have been developed at Teachers College and other institutions in this country during the last several decades. For the first time American educators are the dominant influence in educational reforms that are taking place in all parts of Europe."

Colleges Losing Popularity

An "almost startling" slowing-up in the rate of increase of college registrations last year was noted by Dr. Adam Leroy Jones, director of admissions of Columbia University, in his annual report. On the basis of a study of the 216 colleges in the approved list of the Association of American Universities, which does not include junior colleges, Dr. Jones found that the rush to enter college which followed the World War is over. He added that neither the immediate nor distant future holds a prospect of any great increase in registrations. Saying that "there are good reasons for believing that the drop in registrations may be more than temporary," Dr. Jones cited the restrictions of immigration and the small rate of increase of native population among possible causes for the slump. Admissions to the colleges studies showed an increase of only two per cent. over the last year previous and, although detailed figures for 1929-30 were not available, Dr. Jones found no indication of material gain.

Schooling Fads In U. S. Noted

Styles in education, like other styles, change from year to year. At present the modes in public schools are the six-year-junior-senior high school and the United States utilitarian courses, the Bureau of Education found by a recent survey. "Reorganization," the bureau said in a subsequent statement, "is the keyword in the development of the modern secondary school." Several plans of setting up high school courses were noted by the bureau as follows: 1—The first and second class cities, with populations above 30,000, are reorganizing for the most part on the 6-3-3 basis—six elementary grades, three high school grades and three senior high school grades. 2—The third-class cities, with population from

5,000 to 30,000 have, for the most part, favored the six-year-junior-senior high school unit. Fourth-class districts, with populations below 5,000, have developed six-year-junior-senior high schools or three or four years junior high schools. Opening of the radio and aviation field to men trained in these sciences has given rise to courses in a number of high schools, the bureau stated.

Urges Courses For Parents of Future

Growing boys and girls in schools, academies and colleges ought to have the opportunity to learn the job of being a parent just as readily as they learn to be bookkeepers, stenographers or automobile repair men, according to the Rev. Dr. Paul Hanly Furfey of the Catholic University, in an address before the National Council of Catholic Women. Future fathers, he said, ought to have a grasp on the fundamentals of child care and child physiology, although, naturally, the future mothers will bear the chief burdens of the major part of the time devoted to such courses. "Proper training of children must begin with the right education of parents," Dr. Furfey contended, pointing out that crime and insanity often have their causes in maladjustments of children in the preschool period, which is the crucial age for habit formation.

New Courses for Teachers of N. E.

Bringing the city university right into the heart of the suburban and small town community, Boston University, co-operating with Harvard and the Massachusetts State Department of Education, again announces a program of extension courses that will be available from October to February to teachers and school officers throughout New England. Last year, twenty of the Boston University - Harvard courses were taken into fourteen towns and cities in three states. Anticipating an even larger demand, forty-six courses, given by seventeen Boston University professors, nine of Harvard's faculty, and various other authorities, have been included in the extension program, under direction of Professor John J. Mahoney, of Boston University's School of Education.

Changes Pending In Education Bureau

Reorganization of the United States Bureau of Education in the near future is contemplated by Ray Lyman Wilbur, secretary of Interior, and William J. Cooper, commissioner of education, it has become known following the appointment of Miss Bess Goodykoontz to the newly-established position of assistant commissioner of education. Miss Goodykoontz will have under her jurisdiction several divisions of the bureau, it was learned, but what they will be will not be determined until the reorganization plan is worked out. The bureau is not yet ready to divulge just what its intentions are along this line. Miss Goodykoontz's post, Secretary Wilbur says, ranks second in the Federal Government's participation in education. Incidentally, it is probably the highest office to which a woman has been appointed in the Hoover administration, excepting that of Miss Ada Comstock to the National Commission on Law Observance and Enforcement which is not within the jurisdiction of any federal department. The post is second to which a woman has been appointed in the Department of Interior this season, Miss Mary Stuart being named to the post of assistant director of education in the Office of Indian Affairs recently.

World Education Parley in U. S.

Augustus O. Thomas, elected at the Geneva conference for the fourth time as president of the World Federation of Education Associations, announced that the next general meeting of the Federation will be held in the United States. Invitations have been received from Seattle, Oakland, Denver, Chicago, Cleveland, Memphis, Springfield, and Philadelphia. President Thomas and the American members of the directorate, consisting of Miss Annie Woodward, of Massachusetts, Miss Selma Borchardt, of Washington, D. C., and Samuel W. Lamkin and Dr. C. H. Williams, of Missouri, will determine the choice. Plans are being formulated for a conference at Honolulu, combining two regions—the Americas and the Oriental countries. The governor of Hawaii and the territorial Legislature have extended an invitation to meet at Honolulu. It is expected such a regional conference would draw an attendance of 2,500 to 3,000, while the general conference will attract between ten and twelve thousand persons. Representatives of fifty-eight countries participated in the Geneva meeting.

Ex-Crooks To Teach School

Former pickpockets and safe crackers will lecture at the University of Chicago's school of police administration, Professor August Vollmer, chief of police at Berkeley, Calif., and head of the school, announced. Professor Vollmer, known for his work of reorganizing police departments in a number of large American cities, is now in Chicago to launch the new school. The idea of securing pickpockets and safe crackers to lecture to the students, he explained, is an effort to approach an understanding of the problems of crime and criminals.

Science Rapped In Lengthy Words

Dollar and a half words bounded around Dr. Wilhelm Pauck's lecture room at Chicago Theological Seminary recently to the chagrin and dismay of 100 new students of church history. As near as the students could figure, Dr. Pauck was knocking science. "Science," he said, "has destroyed the geocentricism of the Old Testament." His statement left the class cold. "Science," he went on, "has undermined the foundations of Biblical anthropocentrism." This also fell on barren soil. "And," said the professor, "it has repudiated the doctrine of original sin." The familiar phrase revived the word-groggy class.

Music to Assist Typing Students

Typewriting pupils in the commercial department of the high school of Manheim Township in Pennsylvania have music while they work, not for pleasure, but to help them. "In order to attain speed at typewriting each pupil must acquire a certain rhythm in striking the keyboard," John F. Lotz, the instructor, explained. "In an endeavor to reach rhythm and timing we hit upon the modern reproducing machine. Popular marches that carry the same rhythm throughout are used," he said.

Work Outside As Chores Decline

There being fewer household chores since so many families live in apartments or tenements, many children who used to be called upon to perform tasks in their homes now find outside occupations before and after school hours, according to the Children's Bureau of the Department of Labor. The bureau has just made a study of more than 8,000 employed children under sixteen years of age in Newark and Paterson, N. J., in which public school officials, the State Department of Labor and local social agencies co-operated. "For some of the occupations, the state child labor law has been interpreted as fixing no minimum age and setting no limitations on the hours of work," the report states. "But even in occupations for which the child labor law sets a minimum age or limits hours of work for children of sixteen, many children reported working under the legal age and in excess of the legal hours. Supplementing legislative measures," the report continues, "the schools are in the best position to see that school children are not employed to their detriment outside school hours." It is suggested

that the schools, where equipped for it, provide extra constructive activities, which might be welcome where work is not done because of the necessity for making money.

Newspaper Scene Is Taken to School

A busy city room of a daily newspaper, including littered desks of the editors, typewriters and telephones, with the editor-in-chief engaged in conference with department editors, greeted students at a morning assembly of the Malden, Mass., High School, forming part of a unique advertising plan to arouse greater interest in the school paper, the Blue and Gold, and to increase the sale of subscriptions. Department heads were queried about forthcoming articles. What did they have to offer? Explanations of the significance of various articles were quickly interrupted by the editor, who informed the audience that the complete article would appear in the ensuing issue and to purchase copies if they wished to know the result.

59 Soviet Teachers Killed by Villagers

Describing to a labor union convention in Moscow the difficulties confronting the authorities in educating the peasants, Andreas Bubanoff, new Commissar of Education, declared that fifty-nine Soviet teachers and culture workers had been killed during the last nine months by villagers, who opposed their activities. He said fifty-three others were attacked or persecuted. The commissar added that a recent census showed 42 per cent. of the population was still illiterate, as compared with only a quarter of 1 per cent. in Germany, one-seventh of 1 per cent. in England and 9 per cent. in France. He pointed out that the Moscow district had only two libraries to every ten churches. "In the workers' educational centres only 40 per cent. of the pupils are children of workers, while in the higher classes they constitute only 17 per cent."

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TREND OF THE TIMES

IN HUNTING SEASON of 1927-28 more than 6,450,000 hunting licenses for the taking of wild game were issued to sportsmen throughout the United States, including Alaska, and the revenue to the states amounted to more than $9,300,000. New York State, with 675,780 licenses and $699,873 in money returns, and Pennsylvania, with 517,729 licenses and a revenue of $1,006,159, headed the list.

THE COST of municipal government throughout the country has increased so rapidly that present-day expenditures are far out of proportion to what they should be, Joseph V. McKee, president of the Board of Aldermen of New York City, declared recently. Predicting a crisis which may come "sooner than we know," Mr. McKee said: "The time has come when public officials must be serious and earnest in cutting down the unnecessary expenditures in the government of their political units and we all know that governments are inefficient in the conduct of their business."

EXTRAORDINARY DOCILITY with which the people of Paris obey the orders of their administration is given as one of the five wonders of that city. Others were: the good temper and humor of the Parisian crowd crushed in the underground; the flexibility of the Parisian who so easily becomes adapted to every new fashion; the luminous advertisements of the Champs Elysees and of the Eiffel Tower; the artistic displays in the shop windows.

FORTY-ONE RAILROADS in the United States and Canada, by the development of improved methods of signaling, now direct the movements of their trains without train orders so successfully that building and maintenance of many miles of additional track has been postponed. Train movements directed entirely by signals amount to nearly 30,000,000 train miles in a year.

PANACEAS, or "cure-alls," so popular a generation ago, have almost disappeared from interstate traffic in medicinal preparations, according to the United States Food, Drug and Insecticide Administration. Enforcement of the Federal food and drugs act during the last twenty-two years has resulted in 208 "cure-alls" being removed from interstate trade while countless other "cure-alls" were voluntarily taken off the market by their makers.

SCIENTISTS are taking steps to prevent future generations from "sunlight starvation." The concentration of population in large cities and industrial centres and the fact that murky atmospheres and indoor jobs tend to reduce greatly the amount of beneficial sunlight received by individuals are given as reasons for inaugurating preventive measures by developing artificial sunlight sources.

EVERY MAN, woman and child in the United States spends two dollars a year supporting a rat. So says the Biological Survey of the United States Department of Agriculture. Each rat does an annual damage of at least two dollars. There are as many rats in the United States as there are human beings, something over 125,000,000. This makes an annual rat bill of more than a quarter of a billion dollars, about a third of what the country pays in personal income taxes.

TAILOR-MADE WEATHER is being accomplished in a Detroit athletic club with artificial sunlight in gymnasiums, handball and squash courts, swimming pools and rest rooms. An elaborate air conditioning system, which hooks up steam heat with electrical ice boxes, huge ventilating fans, air washers and filters, manufacture perfect June weather the year round.

UNDISPUTED LEADER since the Civil War, cotton is dethroned as king to be succeeded by the automobile as monarch in the export trade of the United States. Exports of raw cotton in the first six months of 1929 were valued at $319,821,000, which is a decrease of 13.9 per cent. from the figures of a year ago. Exports of automobiles and accessories during the first six months of 1929 were valued at $339,160,000, an increase of 36.4 per cent.

SOVIET CALENDAR has been revolutionized so that there are seventy-three weeks of five days each in the year. The universal day of rest is abolished. Workers get one day of rest in five with only one-fifth the population resting at the same time. Work days are a half hour longer. All religious holidays are abolished while only three state holidays will be celebrated.

The BOOK TABLE

ENGLISH IN SCHOOL AND OUT. By Roy Davis, Boston University, and William H. Cunningham, Jamaica Plain High School, Boston. Cloth. 470 pages. Boston, New York, Chicago, London, Dallas, Columbus, San Francisco: Ginn and Company.

The authors state the purpose of the book clearly: To offer the pupils a text on English composition that they will be interested to read. To give them exercises in talking and writing that carry some of the tang of everyday life. To stimulate them to do reading and writing that will extend the scope of their thinking and enrich their lives. To make the study of composition definite without making it formal. To place in the hands of the teacher simple but comprehensive tests that will help to determine just how much the pupils know.

It is easy to see that they have succeeded in making a book that will interest all students, that the exercises really carry the tang of everyday life, that they do stimulate reading and writing out of school, that the lives of students will be enriched, that they will help rather than burden teachers.

THE CHILD'S KEY TO READING. Do and Learn Plan. Pre-Primer Course. By W. H. Holmes, Superintendent, and Leola D. Weed, Special Teacher of Reading, both of Mount Vernon, N. Y. Dansville, N. Y.: F. A. Owen Publishing Company.

We know of no way to describe this really wonderful "Do and Learn Plan."

It is so original in its inception, so scientific in its plan, so practical in its use that it is worth while for every superintendent, for every supervisor of the approach to the use of the primer, to examine it with care. To see, we are sure, will be to use. We have seen this "Child's Key to Reading" in action in the schools of Mount Vernon, N. Y., where it was created, and will vouch for the results, but we do not know how to describe it.

BOYS' BOOK OF ASTRONOMY. By J. Harris Gable and G. Deloss Swezey, both of the University of Nebraska. Cloth. Illustrated. 292 pages. New York: E. P. Dutton & Co., Inc.

Astronomy has never had such a fascination for young people as it has now. The most thrilling revelations of nature are in the heavens. They can read about the mysteries of the atom and electron, but they can see the sun, the planets, the moon in all of its phases, and stars of various sizes, and arrayed in wonderful figures in the heavens. The North Star, the Great Dipper, the morning and evening stars, the sun's rising and setting along on the horizon, as the seasons change, appeal to the inquisitive mind of the child, and "Boys' Book of Astronomy" answers his inquiries in a way that makes the boy feel that he really has a masterful knowledge of the worlds above.

There is no subject that broadens and brightens a boy's mind as does astronomy.

STRANGE BIRDS AT THE ZOO. By Julia T. E. Stoddart, author of "Our Friends at the Zoo." With 8 drawings in color and 40 pen-and inks by Margaret S. Johnson. 168 pages. New York: Thomas Y. Crowell Company.

It all started with the officiousness of the Peacock. He appointed himself the official welcomer at the Zoo, and felt it his bounden duty to know about everything that went on in all the bird cages. He had the unique privilege of wandering loose around the grounds, and therefore came to regard himself as the most important personage there. He got acquainted with lots of birds, both familiar and strange. There were the Vulture, the Penguin, the Toucan, the Bird of Paradise, the Hornbill, the Stork, the Ibis, the Emu, the Gannet, the Pelican, the Cormorant—to say nothing of the other birds.

THE MARQUETTE READERS, Third Reader. By Sisters of Mercy, St. Xavier College, Chicago. Illustrated by Willy Pogany and Helen M. Torrey. New York: The Macmillan Company.

The parochial schools are vying with the best public and private schools in the art of teaching, and their school books have the latest demonstration of skill in the presentation of subjects.

This Third Reader has sixty-six selections to be read, each with an attractive colored illustration of the selection. The Aesop Fables, Grimms' Fairy Tales, Hans Christian Andersen, and many from literary writers, Eugene Field, Frank Dempster Sherman, Robert Louis Stevenson, Edward Everett Hale, George Macdonald and Henry W. Longfellow. American patriotism is magnified.

ENGLISH AT WORK. By Elizabeth Hill Spalding, formerly head of the English Department, Pratt Institute, Brooklyn. Cloth. 297 pages. Yorkers-on-Hudson, New York: World Book Company.

In a highly praiseful "Introduction" Frank M. McMurry says:—

"I have always believed that English composition, more than any other study in the curriculum, should help the student to find himself, so as to base expression on his own thoughts and feelings — his own experience. It should teach him the meaning of sincerity and, to some extent, the practice of it. But too often the pressure for correct forms prevents all that. This author was plainly aiming at real self-expression and seemed to know how to get it."

The publishers state what we think is deserved, that to give students an enthusiasm for creative work and for expressing the ideas and impressions of their own lives is an ideal of secondary English teaching. "This is more than a textbook of principles and practice; it serves as an inspiration and a guide by means of a lively and orderly progression from the study of words to the writing of the various kinds of composition as units."

Particularly noteworthy is the treatment of conversation. This generally neglected art is here given the attention it merits as the effective means of drawing out the student's ideas and increasing his lucidity of expression. The development of a dynamic ability in conversation is made an important feature of the English work. Emphasis is on the productive, the incisive, the personal and individual, rather than the formal.

Books Received

"Boys' Book of Astronomy." By G. D. Swezey and J. H. Gable.—"A Boy in Eirinn." By Padraic Colum. "Practical and Literary English." By G. M. Jones and A. Yates.—"The Siamese Cat." By Elizabeth Morse. New York City: E. P. Dutton & Company, Inc.

"An Introduction to American Civilization." By Harold Rugg. Boston, Mass.: Ginn and Company.

"Founders of Our Nation." By R. P. Halleck and Julliette Frantz.—"First Year Latin." By Perley O. Place.—"Strayer-Upton Junior Mathematics." By G. D. Strayer and C. B. Upton.—"Le Voyage de Monsieur Perrichon." By Edna C. Dunlap.—"Tatters." By Margaret J. McElroy and Jessica O. Younge. New York: American Book Company.

"Kindergarten Primary Activities." By C. E. Millikan.—"Real Life Stories." By W. W. Theisen and Sterling A. Leonard.—"The Teaching of English." By Percival Chubb.—"Second Latin Book." By B. L. Ullman and Norman E. Henry. New York City: The Macmillan Company.

"Beginning at Six, The Story of an Aviator." By Evelyn Hood.—"Beginning at Six, the Story of a Head of Police." By Evelyn Hood. Garden City, N. Y.: Doubleday, Doran and Company.

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GRINS BETWEEN GRINDS

Sounds Reasonable

A young curate, rushing quickly for his train, was greatly perturbed to see his bishop walking on in front. He tried to hurry past, but all to no purpose.

"No hurry," remarked the bishop. "I'm going on that train, so we'll travel down together."

But when they arrived at the station the train had gone, and the bishop, pulling out his watch, said: "I can't understand it. I had great faith in my watch."

"Yes, my lord," answered the other, "but faith alone is not sufficient; you must have good works."

No Clock Gazer

Employer (to applicant) — "You may begin work tomorrow morning, Miss Johnson; and, by the way, I trust you're not one of those girls who are always looking at the clock?"

Typist—"Oh, dear, no; I have a wrist watch!"

Too Late

Mistress—"I saw the milkman kiss you this morning. I'll take the milk in myself after this."

Janet—"It won't do any good, ma'am, he promised not to kiss anybody except me."

He Was Silenced

"Do you think," said a meek and submissive husband, turning like the proverbial worm, "that you rule the whole of the universe?" "No," replied his wife, with a toss of her head; "but I rule the first letter of it!"

Neighborly

"I think, George, that I'll ask the people next door to have dinner with us."

"What for?"

"Well, the butcher left their meat here by mistake and I think it's only fair."

The Turf Digger

A golfer, out playing by himself, was being followed by a small boy. This finally irked him so he snapped: "Young man, you never will learn the game by following me." The boy replied: "Yes, sir, I can see that, but as soon as you dig up some more turf I'll have enough worms to go fishing."

Increases Household Funds

"I always encourage my husband to recline in an easy chair and put his feet on the mantelpiece."

"Why?"

"When he goes to bed there is usually some small change left in the chair."

Caller

"I don't want any."

"Any what?"

"Whatever you are selling?"

"But I'm taking census. How many children have you?"

"None, and I tell you, I don't want any."

Not Much

Little Tommy was being bolstered up by his mother just before he left for the hospital to have his tonsils out.

"All right, mother, I'll be brave and do just as you tell me. But I betcha one thing. I betcha they don't palm off no crying baby on me like they did when you went."

Why She Went

Curate—"I'm very glad to see you coming to church regularly, Mrs. Black."

Mrs. Black—"Oh, yes, sir. I'll be coming often now. I does it to spite my husband. He hates me going to church."

Now There!

"It seems to me, my dear, that there is something wrong with this cake," gently complained the young husband.

"That shows you know nothing about it, darling!" answered his wife triumphantly. "The cookery book says it's perfectly delicious."

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JOURNAL MAIL BAG

Spirit of Democracy in Education a Reality

Editor, Journal of Education: I had not been in New York University more than a day when I observed that this wonderful cosmopolitan institution possesses a distinct personality. My observations were limited largely to the college of education.

Dr. John W. Withers is dean of this college. He is known throughout the nation as one of the most inspiring and scholarly educational generals. His spirit of humanism and democracy seems to pervade the entire faculty. It is only trite to say that, after all, the thing that weighs most in any organization is the philosophy of life and the attitudes and abilities of its leader. I have never seen in any large institution the spirit of fellowship and mutual helpfulness and service run so high and in such a unified course. Students are encouraged to think for themselves under the unobtrusive guidance and stimulation of the instructors. A premium is placed on the release of the intelligence through initiative and creative activities. So far as I could see and hear, no student believes that he can slide through, for thoroughness and mastery are demanded as essential to the effective release of the intelligence. True, the spirit of dogmatism and cock-sureness is entirely absent, while tolerance and open-mindedness toward life and the search for truth are very evident.

Are not these ideals and this spirit the very foundation of our political and national heritage? Many of our educational leaders are interpreting anew, and applying more broadly such basic ideals of "life, liberty and the pursuit of happiness," "more perfect union," "general welfare," and other such familiar terms. This is essential to the mutual understanding of the members of any progressively thinking group in a democracy. For understanding grows out of tolerance for a variety of viewpoints and interpretations. Misunderstanding grows out of dogmatism and subservience to tradition—that attitude of "a having and a resting" rather than "a growing and a becoming," to use the terms of Mathew Arnold.

What a boon this spirit in New York University would be if it were to penetrate educational activities all over America! Thousands of younger professional leaders are crying for an opportunity to release this spirit and to promote a deeper and broader understanding among members of their profession. Conventions and traditions too often demand that the soft pedal be on. Suspicion and misinterpretation of motives and actions follow in the wake of most proponents of frontier thinking in every avenue of life. Slowly but surely, however, the democratic ideals are penetrating the crust of tradition and narrow thinking. Science is orienting many of our leaders to the new world and to the new education. Even leaders in the old school—especially those with a desire to serve and to give—are seeing that diverse viewpoints and freedom of interpretation in education are essential to understanding and to happiness and progress in any group.

Very truly yours,
C. A. Gardner, Principal.
North Fort Worth Senior High School.

Meetings To Be Held

OCTOBER

20-30: Association for the Study of Negro Life and History, Washington, D. C.; Sec. S. W. Rutherford, 1538 Ninth St., N. W., Washington, D. C.; Washington, D. C.

21-24: National League of Compulsory Education Officials; Sec. J. A. Parker, 63 Pynchon Street, Springfield, Mass.; Kansas City, Missouri.

21-26: Washington Education Association; Sec. A. L. Marsh, 707 Lowman Building, Seattle; Seattle.

24-26: Rhode Island Institute of Instruction; Sec. C. W. Bosworth, Cranston High School, Auburn; Providence.

25: Connecticut State Teachers Association; Sec. S. P. Willard, Colchester; Hartford, New Haven, Bridgeport, Norwich.

25: Franklin County (Mass.) Teachers' Association, Greenfield, Mass. Mrs. Mary Dennis, secretary, Rowe, Mass.

28-30: Association of American Medical Colleges; Sec. Fred C. Zapffe, 25 E. Washington Street, Chicago, Illinois; New York City.

28-31: Southern Women's Educational Alliance; O. Latham Hatcher, 401 Grace-American Building, Richmond, Va.; New York City.

31-November 1: Illinois Vocational Home-making Teachers; Chicago. Adah Hess, Springfield, Illinois.

30-Nov. 2: Nebraska State Teachers' Association; Sec. E. M. Hosman, Lincoln, Nebraska.

31-Nov. 2: Kansas State Teachers' Association; Sec. F. L. Pinet, 315 W. 10th Street, Topeka, Kansas; Independence, Kansas City, Salina, Topeka, Wichita.

31-Nov. 2: New Mexico Educational Association; J. F. Zimmerman, University of New Mexico, Albuquerque, New Mexico; Albuquerque.

NOVEMBER

November 1 and 2: Illinois Home Economics Association; Chicago. Secretary Lillian Stevenson, University of Chicago.

6: Child Study Association of America, New York City; Sec. Hettie Harris, 54 W 74th Street, New York City; New York City.

7-8: Joint meeting, Massachusetts Superintendents and New England Superintendents, Gardner Hall, State House, Boston.

7-9: Association of Governing Boards of State Universities and Allied Institutions; Sec. D. W. Springer, 1202 National Press Building, Washington, D. C.; Lafayette, Indiana.

7-9: Wisconsin Teachers' Association; Sec. B. E. McCormick, 716 Beaver Building, Madison; Milwaukee.

9-12: New Jersey State Teachers' Association; Sec. C. B. Dyke, Short Hills; Atlantic City.

11: New Jersey Association of Teachers of English; Sec. B. E. Riggs, High School, New Brunswick; Atlantic City.

13-16: Missouri State Teachers Association; Sec. E. M. Carter, Columbia; St. Louis.

14: National Committee for Mental Hygiene, New York City; Sec. Clifford W. Beers, 370 Seventh Avenue, New York City; New York City.

14-16: Arkansas Education Association; Sec. H. L. Lambert, Box 1986, Little Rock; Little Rock.

14-16: Association of Urban Universities; Sec. C. S. Marsh, 25 Niagara Square, Buffalo, New York; Cincinnati, Ohio.

18-19: National Association of State Universities in the United States of America; Sec. A. H. Upham, Miami University, Oxford, Ohio; Chicago, Illinois.

19: American Art Bureau, Chicago, Illinois; Sec. Edwin Brown, 106 W. Jackson Blvd., Chicago, Illinois.

20: Carnegie Foundation for the Advancement of Teaching, New York City; Sec. Clyde Furst, 522 Fifth Avenue, New York City; New York City.

20-21: Illinois City Superintendents Association; Sec. H. B. Black, Matoon; Urbana.

25-28: South Dakota Education Association; Sec. N. E. Steele, Sioux Falls; Rapid City.

25-30: Texas State Teachers Association (colored); Sec. J. W. Rice, 2600 Swiss Avenue, Dallas; Houston.

26-27: Association of Public School Trustees of Virginia; Sec. F. Diehl, Farmville; Richmond.

28: Virginia English Teachers Association; Sec. L. C. Daniel, Fredericksburg; Richmond.

28-30: National Council of Teachers of English; Sec. W. W. Hatfield, Chicago Normal College, Chicago, Illinois; Kansas City, Missouri.

28-30: Texas State Teachers' Association; Sec. E. T. Ellis, Anderson Building, Fort Worth.

29-30: California Kindergarten Primary Association; Sec. Mrs. G. H. Anderson, 1186 Victoria Avenue, Los Angeles.

29: Central Association of Science and Mathematics Teachers; Sec. W. F. Roecker, 1439 Fourteenth Street, Milwaukee; Chicago, Illinois.

29-30: Association of Colleges and Secondary Schools of the Middle States and Maryland; Sec. G. W. McClelland, University of Pennsylvania, Philadelphia, Penna.; Atlantic City, New Jersey.

29-30: Association of Modern Language Teachers of the Middle States and Maryland; Sec. Merle Protzman, George Washington University, Washington, D. C.

29-30: Interfraternity Conference, New York; Sec. Charles W. Gerstenberg, 70 Fifth Avenue, New York City; New York City.

29: Virginia Society of History Teachers; Sec. V. Harnsburger, Glass High School, Lynchburg; Richmond.

30: College Conference on English in the Central Atlantic States; Sec. N. E. McClure, Ursinus College, Collegeville, Pennsylvania; Atlantic City, New Jersey.

30-Dec. 3: Elementary Principals and Supervisors Association of Texas; Sec. Dora B. Lantrip, 4525 McKinney Avenue, Houston.

DECEMBER

2: Society of Directors of Physical Education in Colleges; Sec. T. N. Metcalf, Iowa State College, Ames, Iowa; New York City.

2-6: Association of Colleges and Secondary Schools of the Southern States; Sec. Guy E. Snavely, Southern College, Birmingham, Alabama; Lexington, Kentucky.

2-7: Southern Commission on Higher Institutions; Sec. D. Theodore Jacks, Emory University, Atlanta, Georgia.

5-7: American Vocational Association; Sec. Z. M. Smith, Indianapolis, Indiana; New Orleans, Louisiana.

6-7: New England Association of Colleges and Secondary Schools; Sec. W. B. Jacobs, Brown University, Providence, Rhode Island; Boston, Mass.

7: Association of Teachers of Mathematics in New England; Sec. H. D. Gaylord, 20 Garden Street, Cambridge, Mass.; Boston, Mass.

18-20: Western Society for Directors of Physical Education for Women in Colleges and Universities; Ruth Atkinson, University of Southern California, Los Angeles, California; San Jose, Calif.

26-31: American Association of University Instructors in Accounting; Sec. Howard C. Greer, Ohio State University, Columbus, Ohio.

26-28: American Society for the Study of Disorders of Speech; Sec. Sarah M. Stinchfield, Mt. Holyoke College, South Hadley, Mass.; New York City.

26-28: College Art Association of America; Sec. James B. Munn, New York University, New York City; Boston, Mass.

26-28: Illinois State Teachers Association; Sec. R. C. Moore, Carlinville; Springfield.

26-29: Montana Education Association; Sec. R. J. Cunningham, Box 217, Helena, Montana; Bozeman, Great Falls, Miles City.

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